EFFECTIVENESS OF COMPUTER ASSISTED LEARNING (CAL) ON ACHIEVEMENT AND SCIENTIFIC ATTITUDE OF STUDENTS

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Abstract

Computer-assisted instruction is an interactive instructional technique whereby a computer is used to present the instructional material and monitor the learning that takes place. Computer Assisted Learning (CAL) uses a combination of text, graphics, sound and video in enhancing the learning process. The computer has many purposes in the classroom, and it can be utilized to help a student in all areas of the curriculum. An attempt is being made to find the effectiveness of Computer Assisted Learning (CAL) for General Science subject of 8th standard student. The objective of the research to develop Computer Assisted Learning (CAL) and find its effectiveness. Multi-method research was adopted, by using survey method, researcher identifies the scientific attitude with help of Test of Scientific attitude scale by Dr. Dharmashila Malviya and difficult units with help of researcher made Questionnaire for students. Researcher developed Computer Assisted Learning (CAL) for General Science subject of 8th standard student. Researcher also used Experimental Method and General Science Achievement test as a data collection tool.so researcher developed Computer Assisted Learning (CAL) is useful as a teaching method to learn the concepts of general Science very easily and is useful to improve the Achievement and Scientific attitude of primary level students.

Key Words: Computer Assisted Learning, Instructional techniques, scientific attitude.

INTRODUCTION

Computer-assisted instruction is an interactive instructional technique whereby a computer is used to present the instructional material and monitor the learning that takes place. Computer assisted learning (CAL) uses a combination of text, graphics, sound and video in enhancing the learning process. The computer has many purposes in the classroom, and it can be utilized to help a student in all areas of the curriculum.

Computer assisted learning (CAL) has often been used to describe the development and application of educational technology for a variety of circumstances. From the mid-1980s until the early 1990s the term Computer assisted learning was often used to refer to the

EFFECTIVENESS OF ENVIRONMENT AWARENESS PROGRAM ON ECOLOGICAL INTELLIGENCE OF TEACHERS

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Abstract

Ecological Intelligence is individual's ability to apply what they learn about their impact the environment to make changes in their behavior and live more sustainably. Today's environmental problems, such as the more use of natural resources, air and water pollution greatly affect human life. This is because some of the bad habits of human can affect the environment. Ecological intelligence is a human ability that comes naturally to respond to the circumstances surrounding our environment. An attempt is being made to find the effectiveness Environment awareness program on ecological intelligence of teachers. The objective of the research to develop Environment awareness program and its effectiveness on ecological intelligence of teachers. Multi-method research was adopted, by using survey method ecological intelligence of teachers measure using Ecological Intelligence Inventory (Najmuddeen & Areekuzhiyil, 2013). Researcher developed Environment awareness program for teacher. Researcher also used Experimental Method and Ecological Intelligence Inventory as a data collection tool. so researcher developed Environment awareness program is useful to improve the ecological intelligence of teachers.

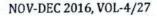***Key Words:** Ecological Intelligence, Environment awareness program.*

INTRODUCTION

Goleman, (2009) defines Ecological Intelligence is individuals ability to apply what they learn about their impact the environment to make changes in their behavior and live more sustainably. All living things are dependent on the environment because the environment is where living things retain all their biological activity. Therefore, any form of effort that disrupts the integrity and sustainability of the environment must be minimized so that its abundant potential can be used in a sustainable manner, such as the hope of future generations facing global challenges towards better development. Now Sustainable development and biodiversity are two essential components of environmental protection. Today's environmental problems, such as the shrinking of natural resources, air and water

EFFECTIVENESS OF MIND MAPS ON CREATIVITY AND ACADEMIC ACHIEVEMENT OF STUDENTS

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Abstract

Mind maps have been used for centuries, for learning, brainstorming, visual thinking and problem solving by educators. These mind maps were presented in different colours, using symbols, images and keywords, the latter for the pupils to realize the hierarchy of the subjects taught also uses a combination of text, graphics to enhancing the learning process. An attempt is being made to find the effectiveness of Mind Maps for General Science subject of 8th standard student. The objective of the research to develop Mind Maps and its effectiveness on creativity and academic achievement of students. Multi-method research was adopted, by using survey method creativity measure using Creativity Test by Baqer Mehdi (Hindi Version). Researcher developed Mind Maps for General Science subject of 8th standard student. Researcher also used Experimental Method and Creativity Test by Baqer Mehdi (Hindi Version) & General Science Achievement test as a data collection tool.so researcher developed Mind Map is useful as a teaching method to learn the concepts of general Science very easily and is useful to improve the Achievement and Creativity of primary level students.
Key Words: Mind Map, Creativity, Academic Achievement.

INTRODUCTION

Mind maps have been used for centuries, for learning, brainstorming, visual thinking and problem solving by educators. These mind maps were presented in different colours, using symbols, images and keywords, the latter for the pupils to realize the hierarchy of the subjects taught also uses a combination of text, graphics to enhancing the learning process. The claim of the origin of the mind maps has been made by a British popular psychology author, Tony Buzon. He argues that "traditional" outlines rely on the reader to scan left to right and top to bottom, whilst what actually happens is that the brain will scan the entire page in a non-linear fashion. He also used popular assumptions about the cerebral hemispheres in order to promote the exclusive use of mind mapping over other forms of note taking. The mind maps were presented in different colours, using symbols, images and keywords, the latter for the

EFFECTIVENESS OF BRAIN BASED LEARNING STRATEGIES

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Abstract

The brain and learning strategies incorporates the latest scientific research about the brain and how students learn and mature socially, emotionally, and cognitively. It uses curriculum, instructional methods, and programs to increase students' ability to make connections and retain new information. The idea behind the concept is that learning is innate and linked to biological and chemical processes in the human brain. Brain-based education emphasizes how the brain learns naturally and is based on what we currently know about the actual structure and function of the human brain at varying developmental stages. How the brain works has a significant impact on what kinds of learning activities are most effective. Teacher need to help students have appropriate experiences and capitalize on those strategies. Knowing how the brain works best allows teacher to create an environment that gives the student most success in learning.

Key Words: Brain based learning, Strategies.

INTRODUCTION

Brain Based Learning theory is based on the structure and function of the brain. Brain-Based Education is the purposeful engagement of strategies that apply to how our brain works in the context of education. "Brain-based" learning activities engage both hemispheres of the brain simultaneously, resulting in stronger, more meaningful learning experiences and permanent brain connections. As long as the brain is not prohibited from fulfilling its normal processes, learning will occur. People often say that everyone can learn. Yet the reality is that everyone does learn.

Creating brain-based learning is actually relatively easy, especially when following the acronym **B.R.A.I.N. B.A.S.E.D**. (Hielman, 2006) used as strategies of learning.

B: Brains time clock: The human brain runs on 90 to 120 cycles called ultradian rhythms, which influence attention, interest, cognition, memory, visual perception, arousal, performance, moods, and behavior. To accommodate these cycles, it is important to vary instructional activities and spend no more than 12 to 15 minutes of focused attention on passive learning.

SRJIS

EFFECTIVENESS OF GRAPHIC ORGANIZERS ON ACHIEVEMENT

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Abstract

The science is an intellectual action carried on by human beings that is planned to discover data about the natural universe in which human beings live and to discover the methods in which this data can be organized into meaningful forms. An attempt is being made to assess an existing status regarding the use of teaching Method as well as to develop the program on Graphic Organizers and find out the effectiveness on the achievement in Science subject. The objective of the research to develop program on Graphic Organizers and find its effectiveness on achievement in Science subject. Multi-method research was adopted, by using survey method, researcher assess the existing status regarding the use of teaching methods. Researcher developed program on Graphic Organizers for Science subject of viii[th] standard students. Researcher used Experimental method with equivalent group design and conducted pre and posttest. Data analyzed using t test after normality test were conducting using SPSS program.so study concluded that researcher developed program on Graphic Organizers is useful to improve the achievement of viii[th] standard students of Science subject.

Key Words: Graphic Organizers, Achievement.

INTRODUCTION:-

The science is an intellectual action carried on by human beings that is planned to discover data about the natural universe in which human beings live and to discover the methods in which this data can be organized into meaningful forms. A simple purpose of science is to distinguish the order that exists amongst and between various information. The science involves more than the gaining of knowledge in the subject. It's the organized and systematic inquiry into the natural universe and it is importance. The science is about gaining an often and deeper useful understanding of the universe. The science is a way of passing knowledge from one generation to some other. And so we can build our knowledge to solve increasingly complex troubles related to our productivity, existence and happiness. The science is the answer to all horrifying doubts.

There are various categories include conceptual, hierarchical, cyclical, and sequential. Conceptual Graphic Organizers (Struble,2007). A conceptual graphic organizer is suitable for

E-CONTENT DEVELOPMENT IN EDUCATION

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Abstract

E-content is a very powerful tool of education. It is the method of instruction that has attracted attention of students and teachers. It is the valuable resource for development of information rich society where everyone, irrespective of cast, religion, race, region and gender bias are empowered to create, receive share and utilize information. The present research paper focuses on the uses of e-Content development in education. E-content is facilitating to the teacher to effective manner. It is enhancing the learners knowledge level which leads to problem solving, creative thinking, attitude, interest and it gives the future ideas on the basis of given links, and references.so the learning become interactive and students enjoy learning. Therefore it's necessary to develop the E content for Cognitive, Emotional, Behavioral and Contextual development of students because in e content there is uses of a combination of text, graphics, pictures, diagrams, Images, colors, symbols, keywords, sound and videos, so it become the learning through computers by using learning materials it helps to enrich the students understanding of concepts of each and every subjects.

Key Words: E-content development.

INTRODUCTION: E-learning, or electronic learning, has been defined in number of ways in the literature. The broader definition can include the use of the Internet, intranets and extranets, audio- and videotape, satellite broadcast, interactive TV, and CDROM, not only for content delivery, but also for interaction among participants. Holmes and Gardner (2006) point out that e-learning provide access to resources that promotes learning on an anyplace, anytime basis. However, E-learning is simply defined by Urdan & Weggen (2000), as a delivery of course content via Some definitions of e-learning are more restrictive, for example limiting e-learning to content delivery via the Internet electronic media such as Internet, Intranet, Extranet, satellite broadcast, audio/video clips, interactive TV and CD-ROMs. Unluckily, existing materials cannot be automatically transformed into e-content materials by just making them available from a website. A systematic and a scientific approach is needed to develop quality content. The e-content should follow appropriate instructional design methodology in order to assure meeting of learning objectives and expected outcomes. The effort spent in content preparation should be re-usable across various learning management systems.

EFFECTIVENESS OF CONSTRUCTIVE CLASSROOM TEACHING PROGRAM ON SCIENTIFIC ATTITUDE AND SCIENTIFIC INTEREST OF STUDENTS

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Abstract

Science has brought about revolutionary changes in every walk of life. Its impact is our universe which is so beautiful with different culture, children is one of part beauty so experiencing suchbeauty constructive learning is useful to understood the various concepts of science subject easily. An attempt is being made to find the effectiveness of constructive classroom teaching program on scientific attitude and scientific interest of 10th standard students. The objective of the research to develop constructive classroom teaching program and find its effectiveness on scientific attitude and scientific interest. Multi-method research was adopted, by using survey method, researcher assess the scientific attitude and scientific interest of students with help of Test of Scientific attitude scale by Dr. Dharmashila Malviya and Test of Scientific Interest tests by Dr. L. N. Dubey & Archana Dubey. Researcher developed constructive classroom teaching program for Science subject of 10th standard student. Researcher used Quasi Experimental method with non-equivalent control group design and conducted posttest. Data analyzed using t test after normality test were conducting using SPSS program.so study concluded that researcher developed constructive classroom teaching program is useful to improve the scientific attitude and scientific interest of students very easily.

Keywords: Constructive classroom teaching, scientific attitude, scientific interest.

INTRODUCTION

The main aim of education, as we know is to produce the desired changes in the behavior of the children, and when those changes have taken place, we say that the child has learnt. Woodworth (1954) defined learning as the process of acquiring new knowledge and new responses. It is, undoubtedly, right to say that learning is wealth to poor, an honor to rich, an aid to the young and a support and comfort to the aged.

Being student - centered by nature, "A major theme in constructivism was that learning was an active process in which learners constructed new ideas or concepts based upon their current / past knowledge" says Bruner (1969). Learners actively constructed knowledge and connected it to previously assimilated knowledge, and made it theirs by constructing their own interpretation.

Science is one of those human activities that man has created to gratify certain human needs and desires. Curiosity has been the greatest motive power of scientific research. Therefore its

EFFECTIVENESS OF COOPERATIVE LEARNING STRATEGIES ON ACHIEVEMENT & EMOTIONAL INTELLIGENCE OF STUDENTS

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Abstract

Emotional intelligence is the ability or tendency to perceive, understand, regulate and harness emotions adaptively in self and in others. It includes the ability to understand and regulate others as well as own emotions. The thinking, feeling and action of modern man are practically guided by the effect of science. An attempt is being made to assess an existing status regarding the cooperative learning strategies as well as to develop the program of cooperative learning Strategies and find out the effectiveness on Emotional Intelligence of 8th standard student. The objective of the research to develop cooperative learning program for general science subject of 8th standard student and find its effectiveness on Achievement and Emotional Intelligence of students. Multi-method research was adopted. By using product development method Researcher developed cooperative learning program for Science subject of 8th standard students. Researcher used Experimental method with equivalent group design and conducted posttest by using Researcher made Achievement Test and Emotional Intelligence scale of Anukul Hyde, Sanjyot Pethe and Upindar Dhar (2002). Data analyzed using t test after normality test were conducting using SPSS program.so study concluded that researcher developed program of cooperative learning Strategies is useful to improve the Achievement and Emotional Intelligence of primary level students.

Keywords: Cooperative learning Strategies, Emotional Intelligence.

INTRODUCTION:-

Science has made a tremendous impact on the cultural life of the present day society which is a product of science. The thinking, feeling and action of modern man are practically guided by the effect of science. Science is one of those human activities that man has created to gratify certain human needs and desires. Curiosity has been the greatest motive power of scientific research.

Emotional intelligence is the ability or tendency to perceive, understand, regulate and harness emotions adaptively in self and in others. (Schutte et al; 1998) It includes the ability to understand and regulate others as well as own emotions. Emotional intelligence such as motivational ability to control, impulses regulate mood and keep distress away.

The main aim of education, as we know is to produce the desired changes in the behavior of the children, and when those changes have taken place, we say that the child has learnt.

EFFECTIVENESS OF INTERACTIVE STRATEGIES ON ACHIEVEMENT OF TEACHER TRAINEES OF B.ED. IN SCIENCE PEDAGOGY

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> **Abstract**

Science has made a tremendous impact on the cultural life of the present day society which is a product of science. The thinking, feeling and action of modern man are practically guided by the effect of science. An attempt is being made to assess an existing status regarding the use of Interactive Strategies as well as to develop the program of Interactive Strategies and find out the effectiveness on the achievement of Teacher Trainees of B.Ed. of Science. The objective of the research to develop interactive classroom teaching program and find its effectiveness on achievement of Teacher Trainees of B.Ed. of Science. Multi-method research was adopted, by using survey method, researcher assess the existing status regarding the use of Interactive Strategies. Researcher developed interactive classroom teaching program for Science subject of B.Ed. students. Researcher used Experimental method with equivalent group design and conducted pre and posttest. Data analyzed using t test after normality test were conducting using SPSS program.so study concluded that researcher developed program of Interactive Strategies is useful to improve the achievement of Teacher Trainees of B.Ed. of Science.

Keywords: Interactive strategies, science pedagogy.

INTRODUCTION:-

Science has made a tremendous impact on the cultural life of the present day society which is a product of science. The thinking, feeling and action of modern man are practically guided by the effect of science. Science is one of those human activities that man has created to gratify certain human needs and desires. Curiosity has been the greatest motive power of scientific research. Therefore it's necessary to develop the scientific attitude and interest today, hence it is essential to conduct various programs for practical experiences as to investigate the scientific attitude and interest among the students and lead to development of scientific attitude and scientific interest

The main aim of education, as we know is to produce the desired changes in the behavior of the children, and when those changes have taken place, we say that the child has learnt. Woodworth (1954) defined learning as the process of acquiring new knowledge and new

EFFECTIVENESS OF CONCEPT MAPPING ON INTEREST OF SCIENCE SUBJECT

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Abstract

Science is systematic enterprise that build and organizes knowledge in the form of testable explanation and prediction about universe so experiencing such beauty concept mapping is useful to understand the various concepts of science subject easily. An attempt is being made to find the effectiveness of concept mapping for Science subject of 9th standard student. The objective of the research to develop concept mapping teaching program and find its effectiveness. Multi-method research was adopted, by using survey method, researcher identifies the difficult units and teaching method use by the teachers with help of Questionnaire to Science subject teachers. Researcher developed concept mapping teaching program for Science subject of 9th standard student. Researcher also used Experimental Method and Science Interest test as a data collection tool. So researcher developed concept mapping is useful as a teaching method to learn the concepts of Science of students very easily.

Keywords: Concept Mapping.

INTRODUCTION

A concept map is a type of graphic organizer used to help students organize and represent knowledge of a subject. Concept maps begins with a main idea and branch out to that main idea can be broken down into specific topics. The teaching process is mostly teacher oriented, it also reflects that only methods of teaching are taken into account and very less use of other instructional modes of teaching methodologies such as; approaches, models, strategies, teaching materials and resources etc. The success of educational process depends on a large extent on the teacher who is considered as the backbone of the educational system. In the words of Edmund Amidon (1967), "Teaching is an interactive process primarily involving class room talk which takes place between teacher and pupils and occurs during definable activities". Teaching is a system of actions intending to induce learning through interpersonal relationships. According to Louis Rath (1971) "The good teaching is explaining, informing, initiating, directing, administering, unifying the group, giving security, clarifying, diagnosing, learning problems, preparing curriculum material, evaluating, recording, reporting, enriching community activities, organizing and arranging classrooms, participating in school activities".

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REALISM IN EDUCATION

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Introduction

Modernity has come to mean the search for a personal rather than a collective style. In this respect, Realism, in mid-19th century France, can be seen as the origin of Modernism, the concept which has informed 20th century art up to the 1970s. "The enduring ethic of modern artists since Courbet," notes Elsen, has been "fidelity to one's own experience, and constant empirical search for equivalents in art to the life of the senses, intellect and feeling".

With the advent of Realism, art questioned its own character, objectives, means and processes, materials and relationship to life. Modernity - and by definition, modern artists - has sought to define a personal rather than a collective style. Once this core premise of Modernism is comprehended, it helps to explain the arguments against "style" as the key characteristic defining late 19th and 20th century art movements. The radical questioning evident in the work of all major artists after about 1850, and the overt proclamation of individualism in art, mean that neat definitions of art movements such as Realism, Impressionism and Postimpressionism must be read with great suspicion.

Realism was never a formal movement as such, but rather an attitude to life and art. Its most flamboyant exponent was the extrovert Gustave Courbet whose disregard for convention defined his life style and his painting. Courbet was concerned with the appearance of the real, external world, with concrete information and facts that could be verified empirically.

Courbet painted the world as he saw it; in according a primary role to visual perception rather than to the imaginative manipulation of forms, he forced artists and spectators to question the functions, subject matter and themes of art, and methods employed in visual representation. This in itself does not sound innovatory today, but it must be seen in the context of the 19th century when Classicism and Romanticism comprised the two mainstream styles and theories. Although these two philosophies were directly opposed on many issues, each looked to themes from the past for subjects of major figure paintings. Visual facts in both were at the service of accepted modes of depiction of form and were consciously organised to convey allegorical, moral, literary or historical messages.

EMERGING TRENDS IN TEACHER'S EDUCATION IN THE 21ST CENTURY

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INTRODUCTION

Teacher's education is in the transition phase because of the rapid change in technology and student's changing values. A substantial effort is needed to understand the underlying dynamics of teaching and learning principles of students of the recent time. Teacher's education courses must therefore incorporate the learning and teaching psychology of students and teachers respectively. Such courses should also incorporate the developmental stages of pre-service teachers to enhance their learning. They should be educated in supportive and conducive environment in which they expect to educate and groom young students. Such courses should target to develop social consciousness and reform mindset among perspective teachers. Pre-service teachers should be able to teach confidently in their domain by using new pedagogical approaches that are appropriate to their specific students requirements and also commensurate with the capabilities of students. They should be conversant with the learning stages of their students and also be critical, compassionate and socially engaged knowledge imparter who can contribute in the process of teaching improvement and social change (Cochran-Smith, 2000 cited in Arvind and Shahid 2013).

Once teachers have a thorough understanding of the teaching content, they would never lose that expertise. So knowledge about the subject matter and feeling comfortable in delivery are equally important for good teachers (Adigun 2011). Sometime they try to link knowledge in varieties of different way while disseminating the information to students while engaging them in effective learning. Today we have competent teachers who have a whole new set of resources and techniques that evolve around the use of technology. Technological aid should not be seen as separate tool in learning rather it should be taken as an integral part in effective pedagogical process. It is therefore pertinent that Universities and other technical institution should prepare teachers for future generation students. They need to be given opportunities to teach in modern

EFFECTIVENESS OF CONSTRUCTIVE CLASSROOM TEACHING PROGRAM FOR PRIMARY LEVEL STUDENTS

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| Abstract |

Our universe is so beautiful with different culture, children is one of part beauty so experiencing such beauty constructive learning is useful to understood the various concepts of science subject easily. An attempt is being made to find the effectiveness of constructive classroom teaching program for General Science subject of 8th standard student. The objective of the research to develop constructive classroom teaching program and find its effectiveness. Multi-method research was adopted, by using survey method, researcher identifies the difficult units and teaching method use by the teachers with help of Questionnaire to General Science subject teachers. Researcher developed constructive classroom teaching program for General Science subject of 8th standard student. Researcher also used Experimental Method and General Science Achievement test as a data collection tool.so researcher developed constructive classroom teaching program is useful as a teaching method to learn the concepts of general Science of students very easily.

Keywords: Constructive classroom teaching.

INTRODUCTION

The main aim of education, as we know is to produce the desired changes in the behavior of the children, and when those changes have taken place, we say that the child has learnt. Woodworth (1954) defined learning as the process of acquiring new knowledge and new responses. It is, undoubtedly, right to say that learning is wealth to poor, an honor to rich, an aid to the young and a support and comfort to the aged. Learning may be thought of as a progressive change in behavior which is associated on the one hand with successive presentations of a situation and on the other hand, with repeated efforts of the individual to react it effectively. In the words of Smith H.P. (1962), "learning is the acquisitions of new behavior or the strengthening or weakening of old behavior as the result of experience". Like teaching, learning is also a life long process. Teaching is a social phenomenon whereas learning is a psychological phenomenon. In the words of Crow and Crow (1973), "Learning is the acquisition of habits, knowledge, and attitude. It involves new ways of doing things and it operates on individual attempts to overcome obstacles or to adjust to new situations.
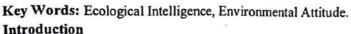
Effectiveness of Environment Awareness Program on Ecological Intelligence and Environmental Attitude of Students

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Ecological Intelligence is individual's ability to apply what they learn about their impact the environment to make changes in their behavior and live more sustainably. Environmental Attitudes (EA) are a psychological tendency expressed by evaluative responses to the natural environment. Today's environmental problems, such as the more use of natural resources, air and water pollution greatly affect human life. This is because some of the bad habits of human can affect the environment. Ecological intelligence is a human ability that comes naturally to respond to the circumstances surrounding our environment. An attempt is being made to find the effectiveness Environment awareness program on ecological intelligence and environmental Attitude of students. The objective of the research to develop Environment awareness program and its effectiveness on ecological intelligence of environmental Attitude of students. Multi-method research was adopted, by using survey method ecological intelligence of students measure using Ecological Intelligence Inventory (Najmuddeen & Areekuzhiyil, 2013) and Pooley and Environmental Attitude using O'Conner (2000) developed Environmental Attitude Scale (EAS). Researcher developed Environment awareness program for students. Researcher also used Experimental Method and Ecological Intelligence Inventory and Environmental Attitude Scale as a data collection tool. so researcher developed Environment awareness program is useful to improve the ecological intelligence and environmental attitude of students.

Key Words: Ecological Intelligence, Environmental Attitude.

Introduction

Goleman, (2009) defines Ecological Intelligence is individuals ability to apply what they learn about their impact the environment to make changes in their behavior and live more sustainably. All living things are dependent on the environment because the environment is where living things retain all their biological activity. Therefore, any form of effort that disrupts the integrity and sustainability of the environment must be minimized so that its abundant potential can be used in a sustainable manner, such as the hope of future generations facing global challenges towards better development. Now Sustainable development and biodiversity are two essential components of environmental protection. Today's environmental problems, such as the shrinking of natural resources, air and water pollution, greatly affect human life. Human behavior is the main source of environmental damage that threatens the quality of the environment and human life. This is because some of the bad habits of human can affect the environment. Ecological intelligence is a human ability that comes naturally to respond to the circumstances surrounding our environment. (Goleman, 2009).

Environmental Attitudes (EA) are a psychological tendency expressed by evaluative responses to the natural environment (Milfont & Duckitt, 2010). Based on the results of research conducted, it has been shown that ecological intelligence and environmental attitude can be established and improved as students become aware of the importance of maintaining

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Programme based on Advanced Information Communication Technology Tools on Achievement of Technological Skills

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Education 4.0 sheds lights on the bright sides of its potential such as Technological innovations, IT infrastructure, teaching, learning and research. Information Communication Technology uses a combination of text, graphics, sound and video in enhancing the learning process. An attempt is being made to develop the program based on advanced information communication technology tools and find its effectiveness on the achievement in Technological skills of 11th Standard students. Multi-method research was adopted, by using survey method, researcher identifies the Technological skills of 11th Standard students with help of researcher made Questionnaire for students. In survey research 350 students selected as a sample, sample selected as purposive sample method, Test of Technical skills researcher made Questionnaire used as tool of data collection. Program based on advanced information communication technology tools developed by Researcher. Developed advanced information communication technology tools program implemented on 100 students of 11th standard. Researcher used equivalent pretest-posttest control group design for Experiment. Researcher developed program based on advanced information communication technology tools for development of Technological skills of 11th Standard students. So researcher developed Program based on advanced information communication *technology tools were* increased the Achievement of technological skills of students of 11th standard.

Key Words: Advanced Information Communication Technology tools, Technological skills.

Effectiveness of Yoga Exercise Program on Anxiety and Stress in Covid-19 Pandemic among Teacher Trainees

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The COVID-19 crisis that has dramatically changed the ways we work and live has also changed the way we exercise and stay fit. An anxiety and stress can manifest many health problems such as high blood pressure, muscle tension, breathing issues, etc. Stress is the element that affects our nervous system causing the health issues and in such situations, yoga can help us to stay healthy. An attempt is being made to find the effectiveness of Yoga Exercise program on anxiety and stress in covid-19 pandemic among teacher trainees. The objective of the research to assess the existing status regarding the Stress and Anxiety among Teacher Trainees (B.Ed.) also to develop Yoga exercise program and find its effectiveness on anxiety and stress in covid-19 pandemic among teacher trainees(B.Ed.). Multi-method research was adopted, by using survey method, researcher assess the existing status regarding the Stress and Anxiety of 200 Teacher Trainees (B.Ed.) Standardize Questionnaire DASS-21 (Depression Anxiety Stress Scale-21) was used. Program based on Yoga Exercise was developed by Researcher. Developed Yoga program implemented on 50 Teacher trainees of Dr. M. A. Khan College of Education (B.Ed.), Manchar, Pune Researcher used Quasi Experimental method with non-equivalent control group design and conducted posttest. Data analyzed using t test after normality test were conducting using SPSS program.so study concluded that researcher developed Yoga exercise program is useful to reduce the Stress and Anxiety among Teacher Trainees in covid-19 pandemic very easily.

Key Words: Yoga Exercise Program, Anxiety, Stress, Covid-19 Pandemic.

INTRODUCTION

The COVID-19 crisis that has dramatically changed the ways we work and live has also changed the way we exercise and stay fit. As gyms remain closed, open spaces and parks remain restricted, people are resorting to home workouts. Runners and cyclists are looking for indoor exercise options to burn calories and stay agile. A natural corollary has been a surge in demand for home workout equipment and accessories such as treadmills, exercise bikes, resistance bands, skipping ropes, dumbbells along with fitness apps and online fitness programmes.

As a form of exercise that can be easily practised even in a small enclosed space, yoga has found new converts during the pandemic. However, virtual yoga has now become viable for many people as they stay

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05

Development of Programme based on ICT Tools and its effectiveness on Technological and Problem Solving Skills of Students

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Information Communication Technology (ICT) uses a combination of text, graphics, sound and video in enhancing the learning process. An attempt is being made to develop the program based on advanced information communication technology (ICT) tools and find its effectiveness on the Technological and problem solving skills of 9th Standard students. Multi-method research was adopted, by using survey method, researcher identifies the Technological and problem solving skills of 9th Standard students with help of researcher made Questionnaire for students. In survey research 550 students selected as a sample, sample selected as purposive sample method, Test of Technical skills and problem solving skills researcher made Questionnaire used as tool of data collection. Program based on advanced information communication technology (ICT) tools developed by Researcher. Developed advanced information communication technology (ICT) tools program implemented on 50 students of 9th standard. Researcher used equivalent pretest-posttest control group design for Experiment. Researcher developed program based on advanced information communication technology (ICT) tools for development of Technological skills of 9th Standard students. So researcher developed Program based on advanced information communication technology (ICT) tools were

06

Effectiveness of Value Based Education Program on Personality Development of Teacher Trainees

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Values are guiding principles, beliefs, set of standards that help us understand between right or wrong, good or evil. Values give direction to our lives and help us in all round enrichment, making our lives worthy. An attempt is being made to find the effectiveness Value based Education program on Personality of teacher trainees. The objective of the research to develop Value based Education program and its effectiveness on personality of teacher trainees. Multi-method research was adopted, by using survey method personality of teacher traineesmeasure using Personality Factor Questionnaire (16PF) by Cattle, Tatsuoka & Eber is used as a data collection tool. Sample for survey was 600 teacher trainees. Researcher developed Value based Education program for teachertrainees. Researcher also used Experimental Method andPersonality Factor Questionnaire (16PF) by Cattle, Tatsuoka & Eber as a data collection tool. Value based Education program was implement on 100 teacher trainees of teacher training college so researcher developed Value based Education programis useful to improve the personality of teacher trainees.
Key Words: Personality,Value Based Education program.

INTRODUCTION

Values are guiding principles, beliefs, set of standards that help us understand between right or wrong, good or evil. Values give direction to our lives and help us in all round enrichment, making our lives worthy. Thus, the key to a sustainable progressive society is a value based environment. Human and social values have unrelenting maintained mankind ever since the onset of advance civilization with organized social structures. With so much progress in society in terms of latest advanced technologies, information overload, so much education around us, yet emotional quotient is at its low. Selfish, self-centered, sectarian, dogmatic and intolerant motives in the present complex society have taken priority over human concerns and widespread deterioration of human and social values has become a common occurrence. (Garnett, 1955). To overcome the immense challenge of value deterioration, value education can help to reinforce values and build a strong social foundation of society. Education in itself is value oriented, but with times, values in education seem to have taken a back seat and only education is what is offered to the young minds. Lack of value education has brought our society on the brink of value crisis.

PERSONALITY

Personality generally refers to all what is unique about a person, the characteristic that makes him/her stand out in a crowd. Personality development is process of developing a personality cult accordingly to create a strong positive impression about person on targeted group and in general. For holistic development of students, there is a need of moral, ethical physical, spiritual and emotional development. Teaching moral values will help to have enriched and refine personality by the development of moral, aesthetic and spiritual aspect of one's personality. Democratic qualities also need to be groomed like social justice, dignity, equality, fraternity liberty etc. Corporate and higher education institutions of India have defined personality development by the way of improving communication skills and interpersonal skills which may include time and stress management, lead-

EFFECTIVENESS OF CONSTRUCTIVE CLASSROOM TEACHING PROGRAM FOR PRIMARY LEVEL STUDENTS

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Abstract

Our universe is so beautiful with different culture, children is one of part beauty so experiencing such beauty constructive learning is useful to understood the various concepts of science subject easily. An attempt is being made to find the effectiveness of constructive classroom teaching program for General Science subject of 8th standard student. The objective of the research to develop constructive classroom teaching program and find its effectiveness. Multi-method research was adopted, by using survey method, researcher identifies the difficult units and teaching method use by the teachers with help of Questionnaire to General Science subject teachers. Researcher developed constructive classroom teaching program for General Science subject of 8th standard student. Researcher also used Experimental Method and General Science Achievement test as a data collection tool.so researcher developed constructive classroom teaching program is useful as a teaching method to learn the concepts of general Science of students very easily.

Keywords: Constructive classroom teaching.

INTRODUCTION

The main aim of education, as we know is to produce the desired changes in the behavior of the children, and when those changes have taken place, we say that the child has learnt. Woodworth (1954) defined learning as the process of acquiring new knowledge and new responses. It is, undoubtedly, right to say that learning is wealth to poor, an honor to rich, an aid to the young and a support and comfort to the aged. Learning may be thought of as a progressive change in behavior which is associated on the one hand with successive presentations of a situation and on the other hand, with repeated efforts of the individual to react it effectively. In the words of Smith H.P. (1962), "learning is the acquisitions of new behavior or the strengthening or weakening of old behavior as the result of experience". Like teaching, learning is also a life long process. Teaching is a social phenomenon whereas learning is a psychological phenomenon. In the words of Crow and Crow (1973), "Learning is the acquisition of habits, knowledge, and attitude. It involves new ways of doing things and it operates on individual attempts to overcome obstacles or to adjust to new situations.